

VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS

Spring 2002 Released Test

GRADE 5
ENGLISH: WRITING

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DIRECTIONS

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space in the answer booklet for the answer you have chosen.

SAMPLE A

A Special Person

In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.

Which of these would *best* help Sarah write her description of her older brother?

- A Calling his friends and telling them about him
- B Thinking about all the things she likes about him
- C Making a list of things she wants him to do for her
- D Asking him to take her to the library

SAMPLE B

Here is the first part of Sarah's rough draft.

(1)A special person in my life is my big brother. (2)He is Ben.

How can sentences 1 and 2 correctly be joined?

- F A special person in my life is Ben, my big brother.
- G A special person in my life is my big brother and Ben is who he is.
- H In my life a special person is my big brother and he is Ben.
- J My big brother Ben is a special person, he is in my life.

SAMPLE C

Here is the next part of Sarah's rough draft.

(3)He helps me with my homework.

In sentence 3, He helps should be written —

- A He were helping
- B He have helped
- C He help
- D as it is

Parades

Jonah's teacher has asked the students to write about interesting events they have attended. Jonah wants to write about parades.

Jonah made this outline. Use it to answer questions 1 and 2.

- I. What happens in a parade
 - A. A long line moves along
 - 1. People
 - 2. Animals
 - 3. Vehicles
 - 4. Music
 - B. People watch along the sides
- II. Reasons for a parade
 - A. To remember an event in history
 - B. _____

1 Which of these could Jonah add as subtopic B in part II of his outline?

- A People sit in open-topped cars
- B To honor an important person
- C Horses with people riding them
- D Sometimes tasty treats are for sale

2 Which of these books would be the *most* helpful to Jonah when he writes his report?

- F *Interesting People*
- G *Parades in America*
- H *United States History*
- J *Party Ideas for Young Children*

Here is the first part of Jonah’s rough draft. Use it to answer questions 3–5.

(1)I think parades are very interesting and not at all boring. (2)In my ten years of life, I have seen many parades. (3)Most of them were in towns or cities. (4)A parade usually moves down a big street. (5)On the day of a parade the police block off the street so that traffic does not stop the parade. (6)On little side streets, people get ready. (7)Students in marching bands gather together, dressed in their uniforms. (8)They bring their musical instruments. (9)Golden tubas and silver flutes sparkle in the sunshine. (10)Riders put saddles on their horses. (11)Everyone must be ready when it’s time for the parade to begin.

(12)Along the side of the street, people wait. (13)Some sit on the curb. (14)Others bring chairs to sit on while they watch. (15)Some people wear hats or bring umbrellas to protect themselves from the sun. (16)There are babies in strollers and dogs on leashes. (17)I have a dog named Daisy, and I love her very much. (18)Sometimes, people are walking along selling treats. (19)Also, people are selling cold drinks. (20)At last, the parade begins! (21)One after the other, cars, horses, and bands pass by. (22)People clap and cheer. (23)A parade is such a wonderful event for a summer afternoon!

3 Which sentence says the same thing twice?

- A** I think parades are very interesting and not at all boring.
- B** In my ten years of life, I have seen many parades.
- C** A parade usually moves down a big street.
- D** There are babies in strollers and dogs on leashes.

4 Which sentence could *best* be added after sentence 21?

- F** It is nice to have a cool treat, such as ice cream, on a hot summer afternoon.
- G** When the marching band plays, music fills the air and adds to the excitement.
- H** I have seen many parades, and most of them have moved along city streets.
- J** Some parades happen when a famous person comes to town for a visit.

5 Which sentence does *not* belong in Jonah's report?

- A** 11
- B** 14
- C** 17
- D** 22

Read this next section of Jonah's rough draft and answer questions 6–9. This section has groups of underlined words. The questions ask about these groups of underlined words.

(24)Once I saw a parade that was different from all the others. (25)It did not take place on a street. (26) There were no cars or horses in this parade. (27)It didn't even happen during the day. (28) Can you guess what kind it was.

(29)It was a boat parade! (30)I saw it one warm, clear august night in 1997, while visiting relatives. (31)They live in Racine, wisconsin. (32)I was lucky enough to be there for a holiday called Venetian Night that begined early in the 1900s. (33)People decorated their canoes, put lit candles on them, and moved down the river in a beautiful line of floating lights.

(34)It was a special night because of that parade. (35)No matter how many parades I will see in my lifetime, that's one parade I'll never forget.

6 In sentence 28, Can you guess what kind it was. should be written —

- F Can you guess what kind it was!
- G can you guess what kind it was.
- H Can you guess what kind it was?
- J as it is

7 In sentence 30, one warm, clear august night should be written —

- A one warm, clear August Night
- B one warm, clear August night
- C one warm, clear august Night
- D as it is

8 In sentence 31, Racine, wisconsin should be written —

- F Racine, Wisconsin
- G racine, Wisconsin
- H racine, wisconsin
- J as it is

9 In sentence 32, begined should be written —

- A begain
- B began
- C began
- D as it is

The Annual Family Picnic

Molly wants to write a letter to her cousin Donna, who missed the annual family picnic.

Molly made this list of what happened at the picnic. Use it to answer question 10.

1. Arrived at the park
2. Gathered near the lake
3. Talked, played, cooked
4. Ate an early dinner
5. Shared stories and relaxed
6. Played baseball

10 Molly's list will help her to —

- F** find out her cousin's address
- G** choose a topic for her letter
- H** write to a new pen pal
- J** plan what she will say in her letter

Here is the first part of Molly's rough draft. Use it to answer questions 11–14.

Dear Donna,

(1)I want to tell you what happened at our annual family picnic. (2)I'm sorry you missed it is your throat feeling better? (3)I hope you are well now and not still sick. (4)We missed you very much at the picnic. (5)It was a fun day, but it would have been even more fun if you had been there. (6)Last week I saw a great movie. (7)I want to tell you all about the picnic so that you will know what you did not get to do.

(8)I am also sending some photographs that I took. (9)I think I have become a pretty good photographer! (10)Don't you agree? (11)I hope the photos will help you picture what happened.

(12)People began arriving at the park around two o'clock in the afternoon. (13)My family was the first one there. (14)Other families arrived soon after we did. (15)We took the table nearest to the lake.

11 How should sentence 2 be written?

- A I'm sorry you missed it. Is your throat feeling better?
- B I'm sorry you missed it your throat is it feeling better?
- C I'm sorry you missed it, your throat is feeling better?
- D As it is

12 In sentence 7, what is another way to write did not get to do without changing the meaning?

- F missed
- G noticed
- H enjoyed
- J remembered

13 In which sentence is the same idea stated twice?

- A 3
- B 9
- C 12
- D 14

14 Which of these sentences does *not* belong in this part of Molly's letter?

- F 4
- G 6
- H 8
- J 13

Read this next section of Molly's rough draft and answer questions 15–18. This section has groups of underlined words. The questions ask about these groups of underlined words.

(16)When everyone had gathered, about thirty people was there. (17)The adults talked and cooked. (18)Wendy, Paul, and I went swimming in the lake. (19)Uncle Tim and Aunt Rita also went in the water with us. (20)The water felt wonderful!

(21)Finally, it was time to eat. (22)We ate hamburgers, chips potato salad, and watermelon.

(23)Then came the baseball game. (24)I wish you could have been on our team! (25)You hit and run so good. (26)With you on our team, we might have won the game. (27)Even though we didn't win, we all had a great time.

(28)Everyone asked about you. (29)I told them that you would make it next year!

(30)Your Cousin,

Molly

15 In sentence 16, thirty people was there should be written —

- A thirty people were there
- B thirty people was their
- C thirty people were thier
- D as it is

16 In sentence 22, hamburgers, chips potato salad, should be written —

- F hamburgers, chips potato, salad,
- G hamburgers, chips, potato salad,
- H hamburgers chips potato salad,
- J as it is

17 In sentence 24, could have been on our team should be written —

- A could of bin on our team
- B could have ben on our team
- C could of been on our team
- D as it is

18 In sentence 25, hit and run so good should be written —

- F hit and runs so well
- G hit and ran so good
- H hit and run so well
- J as it is

19 In sentence 27, didn't win should be written —

- A didnt win
- B didn't win
- C didnt' win
- D as it is

20 In the closing of the letter (30), Your Cousin, should be written —

- F Your Cousin
- G Your cousin,
- H your cousin
- J as it is

Grade 5 English: Writing

Direct Writing Component

In the direct writing component, students write a composition about a topic presented to them in a writing prompt. The writing prompt page also includes a “Checklist for Writers” that lists points for students to keep in mind as they write. Writing compositions are scored in each of the domains:

- Composing
- Written Expression
- Usage/Mechanics

Scores in the Composing and Written Expression domains are reported as part of the Reporting Category called **Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes**. Scores in the Usage/Mechanics domains are reported as part of the Reporting Category called **Edit for Correct Use of Language, Capitalization, Punctuation, and Spelling**. A writing prompt from the Spring 2002 administration is on the following page.

ENGLISH: WRITING

PROMPT No. 581

Think about something you enjoy doing. Describe it so that someone could understand why you enjoy doing it. Be sure to use specific details.

CHECKLIST FOR WRITERS

- _____ I planned my paper before writing it.
- _____ I revised my paper to be sure that
 - _____ the introduction captures the reader's attention;
 - _____ the central idea is supported with specific information and examples that will be interesting to the reader;
 - _____ the content relates to my central idea;
 - _____ ideas are organized in a logical manner;
 - _____ my sentences are varied in length;
 - _____ my sentences are varied in the way that they begin; and
 - _____ the conclusion brings my ideas together.
- _____ I edited my paper to be sure that
 - _____ correct grammar is used;
 - _____ words are capitalized when appropriate;
 - _____ sentences are punctuated correctly;
 - _____ words are spelled correctly; and
 - _____ paragraphs are clearly indicated.
- _____ I checked my paper.

Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	B	004	Plan, compose, and revise in a variety of forms for a variety of purposes
2	G	004	Plan, compose, and revise in a variety of forms for a variety of purposes
3	A	004	Plan, compose, and revise in a variety of forms for a variety of purposes
4	G	004	Plan, compose, and revise in a variety of forms for a variety of purposes
5	C	004	Plan, compose, and revise in a variety of forms for a variety of purposes
6	H	005	Edit for correct use of language, capitalization, punctuation, and spelling
7	B	005	Edit for correct use of language, capitalization, punctuation, and spelling
8	F	005	Edit for correct use of language, capitalization, punctuation, and spelling
9	C	005	Edit for correct use of language, capitalization, punctuation, and spelling
10	J	004	Plan, compose, and revise in a variety of forms for a variety of purposes
11	A	004	Plan, compose, and revise in a variety of forms for a variety of purposes
12	F	004	Plan, compose, and revise in a variety of forms for a variety of purposes
13	A	004	Plan, compose, and revise in a variety of forms for a variety of purposes
14	G	004	Plan, compose, and revise in a variety of forms for a variety of purposes
15	A	005	Edit for correct use of language, capitalization, punctuation, and spelling
16	G	005	Edit for correct use of language, capitalization, punctuation, and spelling
17	D	005	Edit for correct use of language, capitalization, punctuation, and spelling
18	H	005	Edit for correct use of language, capitalization, punctuation, and spelling
19	B	005	Edit for correct use of language, capitalization, punctuation, and spelling
20	G	005	Edit for correct use of language, capitalization, punctuation, and spelling